**Mid-Term and Final Student Teacher Evaluation**

*Based on the evaluation work of Charlotte Danielson*

*JSC Education Department*

Student Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Teacher Education Program: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Mid-term or Final

Evaluator / Position / School: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Each time you complete this form, Mid-Term and Final, provide a copy to the Student Teacher and send a copy to : Vicky Sanborn, Education Department, Johnson State College, McClelland Hall, 337 College Hill, Johnson, VT 05656. [vicky.sanborn@jsc.edu](mailto:vicky.sanborn@jsc.edu)

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| **Planning and Preparation** | | | | | | | |
| Element | | Developmental  (1 Point) | Basic  (2 Points) | | | Proficient  (3 Points) | Score |
| 1 | Demonstrating Knowledge of Students | Student teacher demonstrates meager knowledge of the students and their display of developmental characteristics of this age group. Most lessons provide little instructional variability or learning accommodations. | Student teacher demonstrates knowledge of the students and their display of developmental characteristics of this age group. Lessons provide instructional variability and learning accommodations. | | | Student teacher demonstrates knowledge of individual students and an understanding of their display of developmental characteristics of this age group. Lessons are designed for this class with instructional variability and learning accommodations. |  |
| 2 | Selecting Instructional Goals – Value and Clarity | Goals to the lesson are an afterthought and do not drive the lesson. | Goals are moderately valuable in either their expectations or their importance in learning. Some assessment of the goals is evident. | | | Goals are valuable in their level of expectations and importance in learning. The goals are clear but may include a few activities. Most of the goals permit viable methods of assessment. |  |
| 3 | Designing Instructional  Learning Activities | Few of the learning activities are suitable to the age group or instructional goals for the lesson. Learning activities do not progress logically | Some of the learning activities are suitable to students or the instructional goals. Activity progression of the activities is uneven. | | | Most of the learning activities are suitable to the students and instructional goals. Progression of the unit activities is fairly even. |  |
| 4 | Lesson and Unit Structure | The lessons are not all aligned with the unit learning goals and objectives. | The lesson or unit has a structure although it is not uniform throughout. Most time allocations are reasonable. | | | The lesson or unit has a clearly defined structure that activities are organized around. Time allocations are reasonable. |  |
| 5 | Assessing Student Learning | Some of the instructional goals are assessed but most are not. | Most of the instructional goals are assessed but some are not. Formative and summative assessments are incorporated in student learning. Tests are the basis for assessments. | | | All the instructional goals are nominally assessed through the proposed plan. The assessment criteria and standards are clear and have been clearly articulated to students. Summative and formative assessments drive instruction. Assessment takes many forms. |  |
| **The Classroom Environment** | | | | | | | |
| Element | | Developmental  (1 Points) | Basic  (2 Points) | | | Proficient  (3 Points) | Score |
| 6 | Managing Student Behavior | Standards of conduct are not followed by students and student teacher is constantly reminding students and not following through on consequences. | Standards of conduct are not totally clear and student teacher is not always consistent in the follow through with consequences to maintain a disciplined classroom | | | Standards of conduct are clear to all students and student teacher is usually consistent in follow through with consequences in maintaining positive student conduct in class. |  |
| 7 | Monitoring and Response to Student Behaviors | Student teacher spends extra time redirecting student behavior with varied results. Instructional time is lost to disciplining students. Some interventions help the situation and others escalate negative behavior. | Student teacher is generally aware of student behaviors but may miss activities of some students. Student teacher attempts to respond to student misbehavior has uneven results. No serious disruptive behaviors occur. | | | Student teacher is alert to student behaviors at all times and responses to student misbehavior are appropriate and successful or student behavior is generally appropriate. |  |
| 8 | Managing Classroom Procedures | Tasks are often unorganized resulting in student misbehavior. Transitions between classes and learning activities are confusing and require extra time. | Tasks for group work are somewhat organized resulting in some off task behaviors. Transitions are sporadically efficient resulting in some loss of instructional time. | | | Tasks for group work are organized and groups are managed so most students are engaged at all times. Transitions occur smoothly with little loss of instructional time. |  |
| 9 | Student and Student teacher Interactions | Student teacher-student interactions are somewhat appropriate but are inconsistent and less than respectful. Students need to improve their respect for the student teacher and fellow students. | Student teacher-student interactions are inconsistent but generally appropriate. Students exhibit respect for the student teacher and for each other most of the time. | | | Student teacher-student interactions are friendly, demonstrate general warmth, caring and respect. Students exhibit respect for the student teacher and for each other. |  |
| **Instruction** | | | | | | | |
| Element | | Developmental  (1 Points) | Basic  (2 Points) | | | Proficient  (3 Points) | Score |
| 10 | Communicating Clearly and Accurately | Student teacher needs to take charge with the voice when giving directions. Student teacher does not always wait to have the class’ attention before giving directions or explaining procedures. | Student teacher directions and procedures need clarification throughout the lesson. Student teacher is audible but does not always have class attention when giving directions or explaining procedures. | | | Student teacher directions and procedures are clear to students and contain an appropriate level of detail. Student teacher spoken language is audible and commands student attention. Student teacher usually has full class attention when giving directions |  |
| 11 | Quality of Questions | Student teacher’s questioning needs to follow higher order thought and cognition. | Student teacher’s questions are a combination of high and low quality. Only some invite a response. | | | Most of the student teacher’s questions are of high quality challenging students to make connections, transfer knowledge and make comparisons. Adequate time is given for student response. |  |
| 12 | Student Engagement | Activities and assignments are not always challenging or engaging to students. More attention must be paid to designing appropriate activities to the age group. | Some activities and assignments engage the students mentally but others do not. | | | Most activities and assignments are appropriate to students and are meaningful to their learning. Almost all students are cognitively engaged in the learning activities. |  |
| 13 | Introduction of lesson goals, learning activity and assessments used | Introductions to lessons usually include direction for the class with very little else in the way of goals and objectives and assessment to be utilized. | Sometimes lessons start with an overview that includes some of the following: lesson goals and objectives, instructions for learning activities and how learning will be assessed. | | | Lessons begin with an introduction explaining the goals and objectives of the lesson and how the assessments will tie in with the goals. Assignments and procedures are also presented and aligned with the lesson goals. |  |
| 14 | Learning Activities | Most lessons have a basic format and do not incorporate varied learning approaches. Students are not fully informed of the class objectives or the Unit goals. | Some attention is paid to various learning approaches. Activities incorporate some variation and help to bring about student understanding. Most objectives and unit goals are understood by the students. | | | Varied learning activities are included to reach the different learning approaches of the students and the lesson activities do lead to a full understanding of the lesson goals and objectives. |  |
| 15 | New Learning, student questions and summation of activities and lesson goals | Little or No time allotted for closure of lesson. Students are ready to leave before dismissal | The conclusion to the lesson is usually rushed and somewhat incomplete. Does not always reflect on new learning and how activities led to an understanding of the lesson goals. | | | Time is allotted at the end of the lesson to sum up new learning, discuss how the goals and objectives were met and to help clarify any confusion in the lesson. |  |
| 16 | Reflection on Teaching | Student teacher rarely reflects on lessons and makes few if any changes to insure effectiveness in the future. | Student teacher reflects on lesson and sometimes is accurate  In assessing the effectiveness for students. Sometimes modifications to the lessons are made. | | | Student teacher makes an accurate assessment of the lesson’s effectiveness and the extent to which it achieved its goals. Student teacher makes a few specific suggestions to modify and improve |  |
| **17** | **Total Score** | | | | | |  |
| Scoring for the Rubric Portion of the Evaluation:  Total Points Grade  47-48 A  43-46 A-  39-42 B+  35-38 B  32-35 B-  Any item scored as 1 during the final evaluation indicates the possible need for a prescription.  A final grade of B- or higher for Student Teaching is a requirement for a licensure recommendation. | | | | | | |  |
| **Comments** | | | | | **Reply** | | |
| General Comments:  Commendations:  Recommendations: | | | | |  | | |
| \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  College Supervisor or Cooperating Teacher  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Student Teacher  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Date | | | | Recommended Grade: \_\_\_\_\_\_\_\_\_  Prescription: YES NO  *Provide synopsis here. Place details on Prescription form.* | | | |